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AN OUTLINE OF THE COURSE IN GEOGRAPHY IN THE UNIVERSITY ELEMENTARY SCHOOL. II

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GRADE 5

General statement.—The study of Europe and Asia in Grade 5 follows well that of North America in Grade 4. The location of Eurasia in the Northern Hemisphere, in latitudes identical with those of North America, gives it climatic conditions comparable to those of the latter, and so makes it a suitable region for the application of knowledge acquired in the study of that continent. Some knowledge of Europe has been gained in the previous grades. The important geographic facts of the Mediterranean countries have been learned in connection with the Greek and Roman history of Grade 4.

Aims.—

1. To gather up and enlarge the geographic ideas gained in the previous grades.
2. To give, through the use of concrete material, reading, field trips, map study, etc., impressions of Eurasia and its peoples.
3. To emphasize the fact of adjustment to environment by bringing out the relation of such factors as soil, climate, mineral resources, and location to the life of the people.
4. To show, through a study of the products, trade routes, industries, etc., something of the interrelation and interdependence of nations.
5. To develop ability to organize data for the solution of a definite problem.
6. To gain facility in oral and written expression.

7. To engender a sympathetic understanding of the peoples differing from us in race, customs, ideals, and modes of living.

Method.—Interests characteristic of fifth-grade children have in a large measure, guided the selection of the subject-matter and the method of presentation (see outline of topics below).

Interest in the "why" has necessitated the emphasis on the causal relation. The children, while still retaining a fondness for the story of a people, no longer accept it unquestioningly. They constantly ask, "Why is it so?" "Why do one-half of Canton's people live in boats?" "Why is China so crowded when she has so much room?" "Why doesn't she work her coal mines?"

Interest demanding a sustained effort in following out the steps in the solution of a problem determines in general the method of approach to the study of the different countries. In such problems as, Why has Great Britain become the leading manufacturing country of the world? or Why is Japan becoming the Great Britain of the Far East? the children show a keen interest in organizing step by step the geographic factors that control the manner of life among the people, and that explain why their ambitions are like or unlike those of other nations. The problem method necessitates the extensive use of books and maps, hence considerable attention is given to teaching the children how to study these in gathering and organizing data.

Interest in collecting is strongly characteristic of this age of the child. This interest leads to the collecting of all sorts of material, such as pictures, maps, pamphlets, products, railroad and steamship folders, and excerpts from magazines and books. This interest is utilized as a determining motive for the pupil in compiling a book containing written exercises, maps, drawings, pictures, and clippings, that bear upon the problem studied.

In considering each of the leading countries of Eurasia, a preliminary survey is made of the people by means of pictures, lantern slides, museum material, accounts of those who have visited the country, and stories recalled from reading and earlier studies.

During the introductory lessons a problem is discovered or suggested, the solution of which gives a definite motive for con-

sidering the important geographic factors that influence the conditions of life of the country.

The method of procedure is shown in this type-study of the British Isles. In this unit of study the work centers about the question, Why do the British Isles lead the world in manufacturing and commerce? The physical wall map and Longmans' Atlas are studied for data upon the problem. Such questions as the following are given to develop the advantages or disadvantages due to location, climate, surface, and other natural resources: Where are the British Isles with reference to Europe? America? How does their location aid or hinder manufacturing? Commerce? Is the coast regular or irregular? Long or short? What are the possibilities for good harbors? Where are their harbors? Are there many rivers? Name them. How may they aid manufacturing? Commerce? Where are the highlands? Lowlands? What is probably the leading industry in these sections? What mineral resources aid manufacturing and commerce? What are some of the other conditions that favor these industries? Which of these conditions have been found in the British Isles? The topics "climate" and "rainfall" are developed in a similar way to show how these factors aid the life of the country. Reference to the appendix of the text brings out a comparison of the area and population with that of Illinois and the United States, and shows that though the area is less than twice that of Illinois the population is about half that of our whole country.

From the foregoing preliminary study such inferences as the following are made and written upon the board:

England is chiefly engaged in:

1. Manufacturing, because of its probable wealth in coal and iron and its lack of large farm lands.
2. Commerce, because its small area and great population make it necessary to import food and raw material.
3. Oceanic shipping, because it must reach other nations by sea; to do so its merchant marine and navy seek to hold first place upon the seas.

These and many similar inferences are made the basis for much reading and sifting of the text, the supplementary readers,

magazines, newspaper clippings, travelers' guides, and government leaflets. As each inference is verified and elaborated, it is summed up in a written exercise illustrated by drawings, maps, or charts.

The various manufacturing and allied industries are studied somewhat in detail. A trip to the Field Museum gives an opportunity to examine models of coal and iron mines and the series of models showing the methods of smelting iron ore. Drawings of the former are made, and a simple cardboard model is constructed of a blast furnace. A visit to the high-school foundry and machine shop shows the melting and molding, and the making of iron goods. A list is made of our iron, steel, and other metal wares bearing English trade-marks, including such things as knives, scissors, needles, pins, skates, hatchets, swords, buttons, screws, and rifles. Most of these come from the Birmingham district. Maps are made showing the relation of the coal areas to the iron and steel centers. England's rank among the coal and iron nations is found and its significance is discussed.

A part of Great Britain's iron and steel is used in making great ocean vessels, for the British Isles build almost one-half of the world's yearly output. Pictures of ships are collected; the ship-building industry of cities such as Belfast, Glasgow, and Edinburgh is studied. Longfellow's "The Building of the Ship," and Kipling's "The Ship that Found Herself," are read in the literature period, and a series of lessons on this topic are worked out in the English composition periods. (See "Course of Study in English.")

The study of the manufacturing of textiles in Great Britain is next taken up. Various commercial textiles have been studied in the handwork classes. The pupils have scoured, carded, spun, dyed, and woven wool into cloth. (See "Course of Study in Household Art.") With this concrete experience as a background, a study is made of the cotton, woolen, linen, and silk industries of the British Isles. While the manufacturing of each of these textiles is studied in detail, the following topics give the order of development:

English Colonies and Other Regions Producing the Raw Material
Location of Manufacturing Districts with Reference to Coal Regions;
with Reference to Seaports

Important Cities Engaged in the Textile Industry

Kinds of Cloth Made

Amount of World's Supply Produced

Reasons for Britain's Supremacy in Textiles

This last topic is developed somewhat in detail in the history course in connection with the introduction of the Flemish weavers into England during the reign of Edward III, the extension of sheep farming following the period of the Black Death, when landholders, unable to cultivate or dispose of their lands, turned them into sheep pastures, and the growth of textile manufactures under the domestic, the guild, and the factory systems.

About eight lessons are devoted to the topic "The Textile Industry" at this time, but later in studying the industry in France, Germany, and Belgium the main points are again briefly reviewed.

In teaching the manufacture of china and porcelain, the method is similar to that described above. It may be added, however, that a trip is made to the school pottery department where the whole process is seen—mixing of the clays, casting, molding on potter's wheel, glazing, and firing in the kiln.

The last large topic is "Trade and Transportation." While England has numerous rivers and a close network of railroads and canals that aid her internal trade and facilitate the transportation of goods to the seaboard, these make but a small link in the chain of transoceanic routes with which Great Britain has girded the earth. Every yard of goods or pound of steel made for export must be transported overseas to her markets. In this connection, attention is called to her many good harbors, her facilities for loading and unloading, the Manchester ship canal, and the steamship routes to the markets throughout the world. The colonies are indicated on outline maps, and lists are made of the goods sold to the colonies and of those brought back to the mother-country to balance the trade.

Throughout the study of the British Isles, repeated reference is made to the problem, Why do the British Isles lead the world in commerce and manufacturing? The salient points bearing on the problem are now organized, and oral and written summaries are

made. Before completing the study of the British Isles, each child compiles a book in which he places his written exercises, drawings, maps, charts, pictures, magazine articles, newspaper clippings, and other data covering the essential points of interest.

In general, the other leading countries of Europe are studied in much the same way, though less time is given to each than to Great Britain. More time is given to the latter in order to develop a geographic background for the history course of the grade, and to organize in detail topics used repeatedly in the remainder of the course. Such topics as relations of climate and surface to industries, type industries, and requisites for good harbors, furnish data for the study of other countries. The outline follows.

EUROPE

(Time—2 Weeks)

Introductory:

- a) Europe, home of ancient peoples: Greeks, Romans, Franks, Saxons, Britons, Vikings, etc.
- b) Europe, home of our ancestors: English, Scotch, Irish, German, Scandinavian, French, Dutch, etc.
(Pictures of typical scenes in various countries)

Problem 1: In what ways is Europe fitted to be the home of so many peoples?

1. Location:

- a) Forms western angle of the Eurasian triangle
- b) Has been easy of access from older Asiatic countries
- c) Greater part lies north of 40° north latitude
(Compare with Chicago and the United States)

2. Relief:

- a) Broad, low plain rising gradually from the Atlantic and Arctic oceans toward the east and south
- b) Smaller plains in the south separated by high mountains
 - (1) Austro-Hungarian plain
 - (2) Plain of the lower Danube
 - (3) Plain of the Po in northern Italy
- c) Mountains: chiefly in the south; general trend, east and west
 - (1) Caucasus
 - (2) Balkans
 - (3) Carpathians
 - (4) Alps
 - (5) Pyrenees
 - (6) Apennines
 - (7) Mountains in Scandinavian peninsula

3. Climate and rainfall:
 - a) Cold climate of northern latitude modified by the prevailing westerlies, Gulf Stream, and proximity to the sea. The east and west trend of the mountains allows heat and moisture from the Atlantic to be carried far inland, and affords protection to southern countries from the cold north winds
 - b) Drainage: many navigable rivers, due to good rainfall throughout and heavy precipitation on the high mountains
 - (1) Many rivers of the northern plain
 - (2) Four large rivers rising in the Alps
4. Coast line: great length and irregularity give many harbors. Most of the coast free from ice throughout the year, due to the westerlies and the Gulf Stream
5. Inferences as to resources due to these physical conditions:
 - a) Great plain, hence farming regions
 - b) Transportation facilities lead to commercial importance
 - c) Water power and mineral resources lead to manufacturing
6. Many countries:
 - a) Of Central and Northwestern Europe: United Kingdom, France, Switzerland, Germany, Holland, Belgium, Denmark, Norway, and Sweden
 - b) Of Mediterranean region: Spain, Portugal, Italy, Greece, and Turkey
 - c) Of Eastern Europe: Austria, Hungary, Balkan States, Russia

Europe is shown to be but the western peninsula of the great land mass of Eurasia, and in the study of its surface features it is considered in that relation. The topics "Climate" and "Rainfall" are discussed in relation to Europe at this time; later, at the beginning of the second semester, they are treated in the detailed study of Asia.

The physical barriers which have divided Europe politically have also differentiated the people to a great degree. The problems which the various countries have had to meet in the course of development have differed, and their solution has resulted in a variation of ideals, ambitions, and modes of living. There are practically as many languages as there are countries, and their industries and customs, while similar in some respects, are sufficiently different to give marked individuality to each.

Some of these European nations are world-powers, and the great international policies and dealings going on today among these nations are explained to a considerable degree by the physical geography of each: e.g., Belgium's invasion by Germany, Russia's

absorption of the smaller countries of the Russian plain and its persistent efforts to expand toward desirable coasts.

(Time—4 Weeks)

Problem II: Why do the British Isles lead the world in manufacturing and commerce?

1. Location—an Island Empire:
 - a) Advantages for manufacturing
 - b) Disadvantages
2. Surface features:
 - a) Highlands and lower plains
 - b) Many short swift rivers
 - c) Irregular coast line
 - d) Sunken river mouths (harbors)
(Of what value is each to manufacturing?)
3. Climate and rainfall:
 - a) Influence of westerly winds and Gulf Stream
 - b) Compare with other countries in similar latitudes
(In what way is climate an important factor?)
4. Size and population:
 - a) Compare with areas of equal size in the United States
(Area less than twice that of Illinois, but population nine times as great, hence many of its people must be engaged in manufacturing)
5. Inferences—a country engaged in:
 - a) Manufacturing by reason of its lack of farm land and of its wealth in coal, iron, and water power. (Verify by text)
 - b) Commerce by reason of its small area and dense population. Food and raw materials for factories must be imported. (Verify by text)
 - c) Transoceanic navigation because its relation with other countries must be by sea, hence its navy and merchant marine should hold supremacy of the seas
6. Industries of the United Kingdom:
 - a) Manufacturing
 - (1) Iron and steel
 - (a) Mining coal and iron
 - (β) Shipbuilding
 - (2) Textiles: cotton, wool, silk, linen. Centers in coal belt: Manchester, Leeds, Derby, Nottingham
 - (3) China, porcelain, and glass
 - (4) Leather
 - (a) Cattle pastures: central plains, Scottish Highlands
 - (β) Leather industries: Stafford, Leicester, London

- (5) Various chemical industries
 - (a) Soap-making: employs tallow and vegetable oils, especially olive and palm oils, hence, not only near coal fields, but near seaports which have a tropical and semitropical trade, e.g. Glasgow, London, Bristol
 - (β) Paper-making: pure water of North Downs and importation of pulp and esparto into London support paper industry of south-eastern towns, while textile waste of cotton and linen is used in mills of coal districts of western parts
 - (γ) Sugar-refining: in coal areas near ports connected with West Indies trade, e.g., Bristol, Greenock
- (δ) Food-preserving
 - i. Dundee: marmalade
 - ii. London: jams
 - iii. Cheshire: cheese
 - iv. Norwich: mustard from fenlands
- b) Fishing
 - (1) Deep-sea fisheries: cod, herring, and mackerel in the North Sea, Scotch waters, and English Channel
 - (2) Shore fisheries: oyster, shrimp, and mussel about Yarmouth, Grimsby, Whitby, Aberdeen, Wick
- c) Farming and dairying
- d) Trade and transportation
 - (1) Railroads radiate from London; thickest in industrial sections
 - (2) Canals
 - (a) Barge: Leeds and Liverpool, connecting Mersey and Humber
 - (β) Ship: Caledonian, Manchester
 - (3) Maritime transport
 - (a) Coasting trade: from one British port to another
 - (β) Continental trade: mainly from ports in east and south Reasons
 - (γ) Transoceanic trade
 - (4) Harbors: estuaries of Mersey, Clyde, Thames, Humber, Severn
 - (5) Imports: cotton, wool, jute, hemp, dyes, foodstuffs
(See government reports)
 - (6) Exports: textiles, coal, iron, steel, and metal goods, boats
- e) Markets
 - (1) Colonies: India, Canada, Australia, South Africa, British Guiana, small islands, smaller possessions
 - (a) Location
 - (β) Advantages to Great Britain
 - (γ) Advantages to colonies due to Great Britain's control
 - (2) Other countries: United States, South America, Japan, China

ITALY

(Time—1 Week)

Problem III: Why are more than half the people of mountainous Italy farmers?

1. Location:

- a) In middle of Mediterranean region
- b) Within natural boundaries
- c) Advantages comparable to those of Great Britain
- d) Advantages as a link between Europe and Orient

2. Size and population: area twice that of New York but population four times as great; or area one-twelfth less and population one-fifth less than that of United Kingdom

3. Climate and rainfall:

- a) Latitude; north of 40° ; compared with latitude of Chicago
- b) Mild climate. Why?
- c) Rainfall; seasonal; winter in peninsula; spring and autumn in Northern Italy. (Rainfall greater than Spain's. Why?)
- d) Snowfall and glaciers of Alps supply water for irrigation

4. Surface features:

- a) Mountains: Alps, Apennines
- b) Lowlands: Lombardy, coastal plains
- c) Rivers: Po, Arno, Tiber. (Value for water power)

5. Inferences:

- a) Country suited to agriculture
 - (1) Climate allows temperate and tropical crops
 - (2) Rainfall adequate in great part of area
 - (3) Snows and glaciers aid irrigation
 - (4) Tracts tillable, small but fertile
 - (5) Variety of crops due to great range of temperature
(Each of the foregoing points verified by reference to the texts)
- b) Country poor in manufacturing
 - (1) Lacks iron and minerals in commercial quantities. Some iron found in island of Elba
 - (2) Lacks coal beds. Water power and electricity used. Why possible?
 - (3) Manufactured products limited:
 - (α) To industries not requiring fuel for power (reeling and throwing of silk fiber)
 - (β) To making wines
 - (γ) To refining olive oil (quality of first rank)
 - (δ) To making macaroni and cheese
 - (ε) To making glassware, mosaics, marbles
- c) Country favorable to commerce
 - (1) Has good harbors: Venice, Genoa, Naples, Palermo, Brindisi, Messina, Catania, Leghorn

- (2) Has all-rail route to northern countries. Alpine tunnels: Mt. Cenis, St. Gothard, Simplon. Trunk lines through peninsula to Brindisi connect with steamships via Suez (shortest route to Orient)
 - (3) Has steamship lines
 - (4) Location between Asiatic and Atlantic commerce
- d*) Country with large population
- (1) In cities: Naples, Rome, Florence, Venice, Genoa
 - (2) In rural districts: peasant life

The following are typical of the problems considered in studying other countries of Europe:

What makes Germany "the armed camp of Europe" and the commercial rival of the United Kingdom? (Time—2 weeks.)

Why has Belgium been called "the workshop of Europe"? (Time—3 lessons.)

What makes Holland the dairy farm of Great Britain? (Time—2 lessons.)

Why is Switzerland the "playground of all nations but the workshop of the Swiss"? (Time—2 lessons.)

How have the mountains of Norway determined the industries of the country? (Time—3 lessons.)

What geographic conditions prevent Spain from being a leading nation of Europe? (Time—1 week.)

ASIA

Introduction.—Asia is too large and the geographic conditions are too varied and too complex to make it possible for a fifth grade to study this continent in a thorough way. The teacher's aim is to direct the children's study toward certain typical activities of the people of different regions which are dominated by such geographic influences as climate, soil, resources, and accessibility to markets. In the study of North America in the fourth grade, and of Europe in the first semester of the fifth, training has been given in map-reading sufficient to enable the class to gain from physical wall maps and the maps of the atlas some information about the important great physical regions of Asia: the extension across the north of the Russian plain; the central highland stretching from Asia Minor to the southeastern part of the continent and culminating in the lofty Himalayas; the great desert belt; and the lower lands sloping down to the sea on the east and south.

The large rivers are seen to flow out from the central highland toward the north, east, and south. This map-study is supplemented by rapid modeling in the sand-pan and "chalk-modeling" on the blackboard. This meager notion of the great topographic features is amplified by what constitutes the main work of the course—a study of what the peoples in these several regions are doing. The locations of only the most important countries, cities, water bodies, and mountain systems are memorized. Maps are drawn only in the study of China, India, and Japan.

There is considerable supplementary reading available for the study of China, Japan, and India (see list below.) It offers the teacher an opportunity to give her class additional training in methods of study, especially if the topic-investigation and report plan is used.

Subject-Matter and Methods.—

SIBERIA, THE NORTHERN PLAIN

Siberia is the extension of the plain of Russia in Europe (physical and vegetation maps are the basis of this part of the study). It has three broad zones, extending east and west: (1) the bleak, frozen tundra in the north, (2) the forest region, and (3) the steppes. Through reading such descriptions as are found in Herbertson's *Asia* and Brehm's *From North Pole to Equator* the children get pictures of typical conditions in these three zones. The center of interest is the people, their manners and customs and how they get their living. Allen's chapter on *A Trip on the Trans-Siberian Railroad* gives much information about ways in which the people live, and at the same time some idea of the efforts Russia is making to develop the large area through improvements in transportation. Other important topics are: the forests and furs, our country as a market, dairying, wheat raising, markets, the future of the country. In assigning reference reading on Siberia to children (see list), special care is used to select passages that are not too difficult, because most of the books on this subject were written for mature students. Fewer pictures of Siberia are available than of the other large countries of Asia. About two weeks is given to the study of Russia in Asia.

THE HIGHLAND REGION

By studying the physical, rainfall, vegetation, and population maps in Longmans' Atlas, the children are taught to see the relation between the sparcity of population and the dominant geographic conditions: a high, cold desert in the east and a somewhat lower, warmer desert in the west. These conditions largely determine how the people live. The children are able to recall much of what they learned in the second grade about the shepherd peoples. The teacher selects from the school collection pictures of typical scenes, which serve to focus the attention upon the geographic controls. These pictures are of desert landscapes, oases and their products, caravans, herds, and the people themselves. There is considerable reference reading that may be assigned (see list), but it must be chosen according to the children's ability.

Rug-making is taken up as a typical industry. It is of great assistance to the teacher to have a dealer in oriental rugs talk to the class. This region becomes more familiar to the children when in the history periods they study the mediaeval routes across Asia.

Chapters in Carpenter's *Asia*, Allen's *Asia*, and Herbertson's *Asia* are used for the children's reading at home or in class. Two weeks are given to this topic.

CHINA

After a preliminary study of physical maps of Asia and of China, and reference to tables of comparative area and population, the class is in possession of facts regarding the location of China, its size, topography, range of latitude, climate, and density of population.

The following topics are studied through the use of the textbook, supplementary readers, pictures, and museum material:

1. Chinese farms and farmers:
 - a) Small farms: intensive cultivation
 - b) Products: millet, rice, other grains, silk, tea, opium, cotton
2. Rice culture:
 - a) Contrast and comparison with rice culture in the United States
 - b) Planting, flooding, transplanting, harvesting, threshing. Why mostly without aid of machinery?
 - c) Markets, wages, standards of living

3. Tea culture in China:
 - a) Picking, drying, rolling, marketing
4. The great rivers:
 - a) Transportation
 - b) Flooded lowlands
5. Laborious ways of doing things in China:
 - a) Reasons
 - b) Changes
6. Dress of poor and of rich
7. Home life
8. Schools
9. Mineral resources:
 - a) Enormous resources, but not used. Why?
 - b) What changes will take place in China when she makes use of her minerals, especially coal and iron?
10. Long isolation of China: effects. Told by teacher
11. Changes now taking place: future. Discussion by teacher and class

Throughout the study of China the children collect such material as bears upon the subject: pictures from magazines, photographs and postal-card pictures, Chinese clothing, implements, and ornaments. They use the material in the notebooks and in the exhibition and morning exercise which occur at the end. For the exercise charts and drawings are prepared showing significant facts with regard to China.

Four weeks are given to the study of China.

INDIA

India is "away around the earth on the other side." An examination of latitudes shows that India is much farther south than the United States, and hence much warmer. A traced map of India laid upon a map of the United States of the same scale gives an idea of the relative size, about half that of our country.

The physical map shows the mountain region, the river plain, and the plateau in the south bordered by a narrow coastal plain. The population map shows that the greatest density is in the Ganges plain. This region is at the foot of the mountains, where the rivers have deposited, and continue to drop, material, resulting in great fertility. Moreover, the rainfall map shows heavy precipitation. Consequently this is a region of great productivity and

hence of dense population. But this part of the country is over-populated, and so a large proportion of the people are very poor, although a few are very rich.

Through the use of pictures and descriptions a few of the many possible topics in the geography of India are studied. To a large extent, the method is one of class discussion and the raising of questions which the children are left to solve in their study period by reading in their supplementary readers and other books, which the teacher has selected from the school library. Topic-study and recitation are encouraged. Notebooks are kept in which are preserved written papers, pictures, drawings, and clippings pertaining to India. At the close of the study what has been learned and what has been collected are organized to present to other classes in the morning exercise period.

The following topics are considered in addition to those above:

(Time—4 weeks)

1. Himalaya Mountains
 - a) Height
 - b) Passes
 - c) Influence on rainfall and climate of India.
2. Deccan plateau
3. Agricultural products
 - a) Wheat, millet, rice, cotton, tea
 - b) Markets
4. Tea
 - a) Culture
 - b) Preparation for market
5. India under British rule
6. The Ganges River
7. Some wonderful buildings in India
8. Caste
9. Homes

JAPAN

Japan is an island empire stretching from (map used) 22 degrees to 51 degrees; or farther north and farther south than the United States. The climate, therefore, ranges from tropical in the south to cold in the north. The rainfall (map used) is abundant. The islands are mountainous, hence much of the land is not good for agriculture. Comparison of Japan with the United States and certain states in area and population (tables used).

The following are topics used for class and individual study in the fifth grade:

1. The awakening of Japan
2. Intensive-farming methods
3. Beautiful articles made by Japanese
4. The silk industry
5. Expansion of Japan

There is available much suitable reading-material (see list) as well as excellent pictures. The keeping of a Japan scrapbook is an important project in this grade. (Time—3 weeks.)

Standards of attainment.—In the fifth grade progress is made:

1. In reading map symbols.
2. In interpreting geographic conditions from physical maps.
3. In collecting and organizing material for a definite problem.
4. In using indexes and tables of contents of books.
5. In oral and written expression.
6. In seeing something of the interdependence of nations.

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Children's texts:

Brigham and McFarlane, *Essentials of Geography*, Book II
Longmans, *New School Atlas*

Supplementary readers:

Nellie B. Allen, *Industrial Studies of Europe*
_____, *Industrial Studies of Asia*
Lydie R. Blaich, *Three Industrial Nations*
Frank G. Carpenter, *Europe*
H. L. Burrows, *The Story of English Industry and Trade*
Chamberlain, *The Continents and Their People*
Huntington, *Asia—A Geography Reader*

Texts for teachers (chapters and shorter passages may be selected for children's use):

T. Alford Smith, *A Geography of Europe*
Redway, *Commercial Geography*
_____, *Commercial and Industrial Geography*
Keller and Bishop, *Commercial and Industrial Geography*
Mills, *International Geography*
H. B. George, *The Relation of Geography and History*
Clive Day, *A History of Commerce*
L. W. Lyde, *Man in Many Lands*
J. B. Reynolds, *Europe*
J. Partsch, *Central Europe*

- Morley A. Davies, *The British Isles*
L. W. Lyde, *The British Empire*
_____, *The British Isles*
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H. J. Macklinder, *Britain and British Seas*
Herbertson, *In and about Our Islands*
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M. A. Lane, *Toward the Rising Sun*
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King, *Farmers of Forty Centuries*
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_____, *How the World Is Clothed*
Smith, *Industrial and Commercial Geography*
Herbertson, *Man and His Work*
Toothaker, *Commercial Raw Products*
Clement, *Handbook of Modern Japan*
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Reclus, *Earth and Its Inhabitants*
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Gouse, *Japanese Art*
Chamberlain, *Things Japanese*
Kennon, *Tent Life in Siberia*
Hammond, *Cotton Culture and the Cotton Trade*
Bassett, *The Story of Wool*
Taine, *Journeys through France*
Hare, *France*
C. R. Spencer, *Waterways of Germany*
Schierbrand, *Germany*
Wallace, *Russia*
Seebohn, *Siberia*
Tolstoi, *What to Do*
Henry Norman, *All the Russias*
Grant Allen, *Florence; Venice; Rome*
Du Chaillu, *The Land of the Long Night*

Time.—In Grade 5 one-half hour daily is given to the study of geography.

TIME SCHEDULE FOR FIFTH-GRADE GEOGRAPHY

Europe (general geography of).....	2 weeks
British Isles.....	4 "
Germany.....	2 "
France.....	2 "
Austria-Hungary.....	1 week
Balkan States.....	1 "
Russia.....	2 weeks
Sweden	
Norway	
Switzerland	
Belgium	
Holland	
Denmark	
Spain	
Portugal	
Italy.....	1 "
Asia (general geography of).....	2 weeks
Siberia.....	2 "
The Highland Region.....	2 "
China.....	4 "
India.....	4 "
Japan.....	3 "